

DHO: Health Science

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Correlation to the TEKS for Health Science Theory



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TEKS for <i>DHO Health Science</i>	Health Science Theory
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A) express ideas in a clear, concise, and effective manner;	
(i) express ideas in a clear	pages 87-89 (Narrative) pages 92-93 (Narrative) page 107 (Instructional/Assessment)
(ii) express ideas in a concise	pages 87-89 (Narrative) pages 92-93 (Narrative) page 107 (Instructional/Assessment)
(iii) express ideas in an effective manner	pages 87-89 (Narrative) pages 92-93 (Narrative) page 107 (Instructional/Assessment)
(B) exhibit the ability to cooperate, contribute, and collaborate as a member of a team; and	
(i) exhibit the ability to cooperate as a member of a team	page 87 (Narrative) pages 94-95 (Narrative) page 106 (Instructional/Assessment) page 126 (Instructional/Assessment) page 149 (Instructional/Assessment)

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(ii) exhibit the ability to contribute as a member of a team	page 87 (Narrative) pages 94-95 (Narrative) page 106 (Instructional/Assessment) page 126 (Instructional/Assessment) page 149 (Instructional/Assessment)
(iii) exhibit the ability to collaborate as a member of a team	page 87 (Narrative) pages 94-95 (Narrative) page 106 (Instructional/Assessment) page 126 (Instructional/Assessment) page 149 (Instructional/Assessment)
(C) model industry expectations of professional conduct such as attendance, punctuality, appropriate professional dress, proper hygiene, and time management.	
(i) model industry expectations of professional conduct	pages 84-87 (Narrative) pages 102-104 (Narrative) page 105 (Instructional/Assessment) pages 568-569 (Narrative) page 586 (Instructional/Assessment)
(2) The student demonstrates patient-centered skills and interactions that foster trust and lead to a quality customer service experience. The student is expected to:	
(A) demonstrate care, empathy, and compassion;	
(i) demonstrate care	pages 86-89 (Narrative) page 87 (Instructional/Assessment; Checkpoint) pages 93-94 (Narrative) page 304 (Narrative) page 306 (Instructional/Assessment)
(ii) demonstrate empathy	page 86 (Narrative) page 87 (Instructional/Assessment; Checkpoint) page 280 (Narrative)
(iii) demonstrate compassion	pages 45-46 (Narrative; Professional Organizations/HOSA Connection) page 86-87 (Narrative) page 87 (Instructional/Assessment; Checkpoint 1) pages 89-90 (Narrative; Listening) pages 93-94 (Narrative; Healthy Interpersonal Relationships) page 94 (Instructional/Assessment; Checkpoint 1)
(B) communicate medical information accurately and efficiently in language that patients can understand; and	
(i) communicate medical information accurately in language that patients can understand	pages 87-92 (Narrative) page 107 (Instructional/Assessment) pages 295-296 (Narrative) page 626 (Narrative) pages 626-627 (Instructional/Assessment)
(ii) communicate medical information efficiently in language that patients can understand	pages 87-92 (Narrative) page 107 (Instructional/Assessment) pages 295-296 (Narrative) page 626 (Narrative) pages 626-627 (Instructional/Assessment)

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(C) comply with Health Insurance Portability and Accountability Act (HIPAA) policy standards.	
(i) comply with Health Insurance Portability and Accountability Act (HIPAA) policy standards	pages 113-116 (Narrative) page 125 (Instructional/Assessment) page 349 (Narrative) page 352 (Instructional/Assessment)
(3) The student applies mathematics, science, English language arts, and social studies in health science. The student is expected to:	
(A) solve mathematical calculations appropriate to situations in a healthcare-related environment;	
(i) solve mathematical calculations appropriate to situations in a healthcare-related environment	pages 356-374 (Narrative) page 376 (Instructional/Assessment) page 735 (Narrative) page 737 (Instructional/Assessment)
(B) express ideas clearly in writing and develop skills in documentation related to health science;	
(i) express ideas clearly in writing	pages 92-93 (Narrative) pages 961-964 (Narrative) page 965 (Instructional/Assessment)
(ii) develop skills in documentation related to health science	pages 92-93 (Narrative) page 476 (Instructional/Assessment) page 778 (Narrative) page 919 (Instructional/Assessment) page 925 (Instructional/Assessment)
(C) interpret complex technical material related to the health science industry;	
(i) interpret complex technical material related to the health science industry	page 123 (Narrative) page 305 (Narrative) page 899 (Narrative)
(D) summarize biological and chemical processes in the body such as maintaining homeostasis; and	
(i) summarize biological processes in the body	pages 155-156 (Narrative) pages 229-230 (Narrative) pages 238-239 (Narrative) page 245 (Instructional/Assessment)
(ii) summarize chemical processes in the body	pages 152-153 (Narrative) pages 214-216 (Narrative) pages 312-315 (Narrative) page 326 (Instructional/Assessment)
(E) research topics related to health science such as the global impact of disease prevention.	
(i) research topics related to health science	page 268 (Instructional/Assessment) page 307 (Instructional/Assessment) page 727 (Narrative) page 899 (Narrative)
(4) The student demonstrates verbal, non-verbal, and electronic communication skills. The student is expected to:	
(A) demonstrate therapeutic communication appropriate to the situation;	

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(i) demonstrate therapeutic communication appropriate to the situation	page 106 (Instructional/Assessment)
(B) use appropriate verbal and non-verbal skills when communicating with persons with sensory loss and language barriers in a simulated setting; and	
(i) use appropriate verbal skills when communicating with persons with sensory loss in a simulated setting	page 90 (Narrative)
(ii) use appropriate verbal skills when communicating with persons with language barriers in a simulated setting	page 91 (Narrative) page 107 (Instructional/Assessment) pages 295-296 (Narrative)
(iii) use appropriate non-verbal skills when communicating with persons with sensory loss in a simulated setting	page 90 (Narrative)
(iv) use appropriate non-verbal skills when communicating with persons with language barriers in a simulated setting	page 91 (Narrative) page 107 (Instructional/Assessment) pages 295-296 (Narrative)
(C) use electronic communication devices in the classroom or clinical setting appropriately.	
(i) use electronic communication devices in the classroom or clinical setting appropriately	page 245 (Instructional/Assessment) pages 330-333 (Narrative) pages 345-347 (Narrative) page 578 (Instructional/Assessment)
(5) The student analyzes and evaluates communication skills for maintaining healthy relationships in the healthcare workplace. The student is expected to:	
(A) evaluate how healthy relationships influence career performance;	
(i) evaluate how healthy relationships influence career performance	pages 93-94 (Narrative) page 94 (Instructional/Assessment) page 107 (Instructional/Assessment)
(B) identify the role of communication skills in building and maintaining healthy relationships;	
(i) identify the role of communication skills in building healthy relationships	pages 87-92 (Narrative) pages 94-95 (Narrative)
(ii) identify the role of communication skills in maintaining healthy relationships	pages 87-92 (Narrative) pages 94-95 (Narrative)
(C) demonstrate strategies for communicating needs, wants, and emotions in a healthcare setting; and	
(i) demonstrate strategies for communicating needs in a healthcare setting	pages 87-92 (Narrative) pages 94-95 (Narrative) page 107 (Instructional/Assessment)
(ii) demonstrate strategies for communicating wants in a healthcare setting	pages 87-92 (Narrative) pages 94-95 (Narrative) page 107 (Instructional/Assessment)
(iii) demonstrate strategies for communicating emotions in a healthcare setting	pages 87-92 (Narrative) pages 94-95 (Narrative) page 107 (Instructional/Assessment)
(D) evaluate the effectiveness of conflict-resolution techniques in various simulated healthcare workplace situations.	

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(i) evaluate the effectiveness of conflict-resolution techniques in various simulated healthcare workplace situations.	page 95 (Narrative)
(6) The student documents and records medical information into a permanent health record. The student is expected to:	
(A) research document formats such as dental or medical records;	
(i) research document formats	pages 331-333 (Narrative) pages 954-958 (Narrative) page 985 (Instructional/Assessment)
(B) prepare health documents or records according to industry-based standards; and	
(i) prepare health documents or records according to industry-based standards	pages 604-609 (Narrative) pages 609-610 (Instructional/Assessment) pages 954-958 (Narrative) pages 959-960 (Instructional/Assessment)
(C) record health information on paper and electronic formats such as patient history, vital statistics, and test results.	
(i) record health information on paper	page 609 (Instructional/Assessment) pages 954-958 (Narrative) pages 959-960 (Instructional/Assessment)
(ii) record health information on electronic formats	page 609 (Narrative) page 771 (Instructional/Assessment) pages 954-958 (Narrative) pages 959-960 (Instructional/Assessment)
(7) The student describes industry requirements necessary for employment in health science occupations. The student is expected to:	
(A) research education, certification, licensing, and continuing education requirements and salary related to specific health science careers; and	
(i) research education requirements related to specific health science careers	pages 47-48 (Narrative) pages 51-52 (Narrative) page 61 (Narrative) page 80 (Instructional/Assessment) page 81 (Instructional/Assessment)
(ii) research certification requirements related to specific health science careers	page 45 (Narrative) page 54 (Narrative) page 61 (Narrative) page 80 (Instructional/Assessment) page 81 (Instructional/Assessment)
(iii) research licensing requirements related to specific health science careers	page 45 (Narrative) page 54 (Narrative) page 61 (Narrative) page 80 (Instructional/Assessment) page 81 (Instructional/Assessment)
(iv) research continuing education requirements related to specific health science careers	pages 45-46 (Narrative) page 80 (Instructional/Assessment) page 81 (Instructional/Assessment) page 784 (Narrative)
(v) research salary related to specific health science careers	pages 53-54 (Narrative) page 56 (Narrative)

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	pages 57-58 (Narrative) page 80 (Instructional/Assessment) page 81 (Instructional/Assessment)
(B) practice employment procedures for a specific health science career such as resume building, application completion, and interviewing.	
(i) practice employment procedures for a specific health science career	pages 570-576 (Narrative) page 576 (Instructional/Assessment) page 577 (Narrative) page 578 (Instructional/Assessment) pages 578-580 (Narrative)
(8) The student identifies problems and participates in the decision-making process. The student is expected to:	
(A) apply critical-thinking, adaptability, and consensus-building skills to solve problems relevant to health science;	
(i) apply critical-thinking skills to solve problems relevant to health science	page 106 (Instructional/Assessment) page 306 (Instructional/Assessment) page 326 (Instructional/Assessment)
(ii) apply adaptability skills to solve problems relevant to health science	page 86 (Narrative) page 106 (Instructional/Assessment) page 576 (Narrative)
(iii) apply consensus-building skills to solve problems relevant to health science	page 107 (Instructional/Assessment)
(B) evaluate the impact of decisions in health science; and	
(i) evaluate the impact of decisions in health science	page 288 (Instructional/Assessment) page 466 (Narrative; Case Study) page 496 (Instructional/Assessment; Case Study) page 937 (Instructional/Assessment)
(C) suggest modifications to a decision or plan based on healthcare outcomes.	
(i) suggest modifications to a decision or plan based on healthcare outcomes	page 82 (Narrative; Case Study) page 104 (Instructional/Assessment; Case Study) page 288 (Instructional/Assessment) page 326 (Instructional/Assessment)
(9) The student demonstrates comprehension and proficiency of clinical skills used by health science professionals in a classroom or clinical setting. The student is expected to:	
(A) comply with specific industry standards related to safety requirements;	
(i) comply with specific industry standards related to safety requirements	pages 382-396 (Narrative) pages 396-397 (Instructional/Assessment) pages 397-400 (Narrative) pages 400-401 (Instructional/Assessment) pages 418- 423 (Narrative)
(B) employ medical vocabulary specific to the healthcare setting;	
(i) employ medical vocabulary specific to the healthcare setting	page 126 (Instructional/Assessment) pages 129-139 (Narrative) page 149 (Instructional/Assessment)

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	page 936 (Instructional/Assessment)
(C) perform admission, discharge, and transfer functions in a simulated setting;	
(i) perform admission functions in a simulated setting	pages 784-785 (Narrative) pages 787-788 (Instructional/Assessment) page 901 (Instructional/Assessment)
(ii) perform discharge functions in a simulated setting	pages 784-787 (Narrative) pages 790-791 (Instructional/Assessment)
(iii) perform transfer functions in a simulated setting	pages 784-787 (Narrative) pages 789-790 (Instructional/Assessment) page 901 (Instructional/Assessment)
(D) demonstrate skills related to assisting patients with activities of daily living such as dressing, undressing, grooming, bathing, and feeding;	
(i) demonstrate skills related to assisting patients with activities of daily living	pages 821-823 (Narrative) pages 824-825 (Instructional/Assessment) pages 836-842 (Instructional/Assessment) pages 847-849 (Narrative) pages 849-850 (Instructional/Assessment)
(E) determine proper equipment needed for patient ambulation such as gait belts, wheelchairs, crutches, or walkers;	
(i) determine proper equipment needed for patient ambulation	pages 913-918 (Narrative) pages 918-919 (Instructional/Assessment) pages 920-922 (Instructional/Assessment) pages 922-924 (Instructional/Assessment) pages 924-925 (Instructional/Assessment)
(F) demonstrate skills related to assessing range of motion and assisting with mobility, including positioning, turning, lifting, and transferring patients for treatment or examination;	
(i) demonstrate skills related to assessing range of motion	pages 904-906 (Narrative) pages 907-913 (Instructional/Assessment) page 913 (Narrative) page 937 (Instructional/Assessment)
(ii) demonstrate skills related to assisting with mobility, including positioning	pages 740-743 (Narrative) pages 743-745 (Instructional/Assessment) pages 791-794 (Narrative) pages 795-798 (Instructional/Assessment)
(iii) demonstrate skills related to assisting with mobility, including turning	pages 791-793 (Narrative) page 794 (Narrative) pages 798-799 (Instructional/Assessment) pages 798-801 (Instructional/Assessment)
(iv) demonstrate skills related to assisting with mobility, including lifting	page 794 (Narrative) pages 806-807 (Instructional/Assessment) pages 808-810 (Instructional/Assessment)
(v) demonstrate skills related to assisting with mobility, including transferring patients for treatment or examination	pages 785-787 (Narrative) pages 789-790 (Instructional/Assessment) page 794 (Narrative) pages 803-805 (Instructional/Assessment) pages 808-810 (Instructional/Assessment)

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(G) role play techniques used in stressful situations such as situations involving trauma and chronic and terminal illness;	
(i) role play techniques used in stressful situations	pages 259-261 (Narrative) page 289 (Instructional/Assessment) pages 500-502 (Narrative) page 565 (Instructional/Assessment)
(H) demonstrate first aid, vital signs, cardiopulmonary resuscitation, and automated external defibrillator skills; and	
(i) demonstrate first aid skills	pages 500-502 (Narrative) pages 520-521 (Narrative) pages 522-524 (Instructional/Assessment) pages 524-525 (Narrative) pages 525-526 (Instructional/Assessment)
(ii) demonstrate vital signs skills	pages 468-473 (Narrative) pages 474-482 (Instructional/Assessment) pages 482-483 (Narrative) page 484 (Instructional/Assessment) pages 484-485 (Narrative)
(iii) demonstrate cardiopulmonary resuscitation skills	pages 502-507 (Narrative) pages 508-511 (Instructional/Assessment) pages 512-513 (Instructional/Assessment) pages 513-514 (Instructional/Assessment)
(iv) demonstrate automated external defibrillator skills	pages 503-504 (Narrative) pages 510-511 (Instructional/Assessment) pages 512-513 (Instructional/Assessment)
(I) identify basic skills specific to a health science profession such as medical assistant, dental assistant, emergency medical technician-basic, phlebotomy technician, and pharmacy technician.	
(i) identify basic skills specific to a health science profession	pages 51-55 (Narrative) pages 57-58 (Narrative) pages 61-65 (Narrative) page 80 (Instructional/Assessment)
(10) The student evaluates ethical behavioral standards and legal responsibilities of a health science professional. The student is expected to:	
(A) research and describe the role of professional associations and regulatory agencies;	
(i) research the role of professional associations	pages 45-46 (Narrative) page 116 (Narrative)
(ii) research the role of regulatory agencies	pages 31-32 (Narrative) page 116 (Narrative)
(iii) describe the role of professional associations	pages 45-46 (Narrative) page 116 (Narrative)
(iv) describe the role of regulatory agencies	pages 31-32 (Narrative) page 116 (Narrative)
(B) examine legal and ethical behavior standards such as Patient Bill of Rights, advanced directives, and HIPAA; and	

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(i) examine legal standards	pages 110-113 (Narrative) pages 117-121 (Narrative) page 126 (Instructional/Assessment)
(ii) examine ethical behavior standards	page 39 (Narrative) pages 116-117 (Narrative) page 126 (Instructional/Assessment)
(C) investigate the legal, ethical, and professional ramifications of unacceptable or discriminatory behavior.	
(i) investigate the legal ramifications of unacceptable or discriminatory behavior	page 115 (Narrative) page 119 (Narrative) page 126 (Instructional/Assessment)
(ii) investigate the ethical ramifications of unacceptable or discriminatory behavior	page 115 (Narrative) page 119 (Narrative) page 126 (Instructional/Assessment)
(iii) investigate the professional ramifications of unacceptable or discriminatory behavior	page 115 (Narrative) Page 119 (Narrative) page 126 (Instructional/Assessment)
(11) The student exhibits the leadership skills necessary to function in a healthcare setting. The student is expected to:	
(A) identify essential leadership skills of health science professionals;	
(i) identify essential leadership skills of health science professionals	page 95 (Narrative) page 96 (Instructional/Assessment) pages 96-97 (Narrative) page 106 (Instructional/Assessment)
(B) assess group dynamics in real or simulated groups; and	
(i) assess group dynamics in real or simulated groups	pages 94-95 (Narrative) pages 96-97 (Narrative) page 106 (Instructional/Assessment)
(C) integrate consensus-building techniques.	
(i) integrate consensus-building techniques	page 107 (Instructional/Assessment)
(12) The student maintains a safe work environment. The student is expected to:	
(A) describe governmental regulations and guidelines from entities such as the World Health Organization (WHO), Centers for Disease Control and Prevention (CDC), Occupational Safety and Health Administration (OSHA), U.S. Food and Drug Administration (FDA), The Joint Commission, and the National Institute of Health (NIH), and Texas Department of State Health Services (DSHS);	
(i) describe governmental regulations from entities	pages 31-32 (Narrative) page 40 (Instructional/Assessment) page 116 (Narrative)
(ii) describe governmental guidelines from entities	pages 31-32 (Narrative) page 40 (Instructional/Assessment) page 116 (Narrative)

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(B) explain protocols related to hazardous materials and situations such as personal protective equipment (PPE) and blood borne pathogen exposure;	
(i) explain protocols related to hazardous materials	pages 382-392 (Narrative) page 403 (Instructional/Assessment) pages 418-423 (Narrative) pages 424-426 (Instructional/Assessment)
(ii) explain protocols related to hazardous situations	pages 382-392 (Narrative) page 403 (Instructional/Assessment) pages 418-423 (Narrative) pages 424-426 (Instructional/Assessment)
(C) describe how to assess and report unsafe conditions;	
(i) describe how to assess unsafe conditions	page 391 (Narrative) page 395 (Narrative) page 397 (Instructional/Assessment)
(ii) describe how to report unsafe conditions	pages 391-393 (Narrative) pages 395-396 (Narrative) page 397 (Instructional/Assessment)
(D) identify the benefits of recycling and waste management for cost containment and environmental protection; and	
(i) identify the benefits of recycling for cost containment	page 17 (Narrative)
(ii) identify the benefits of recycling for environmental protection	page 17 (Narrative) page 392 (Narrative)
(iii) identify the benefits of waste management for cost containment	page 17 (Narrative)
(iv) identify the benefits of waste management for environmental protection	page 17 (Narrative)
(E) demonstrate proper body mechanics to reduce the risk of injury.	
(i) demonstrate proper body mechanics to reduce the risk of injury	pages 380-381 (Narrative) pages 381-382 (Instructional/Assessment) page 403 (Instructional/Assessment)
(13) The student assesses wellness strategies for the prevention of disease. The student is expected to:	
(A) research wellness strategies for the prevention of disease;	
(i) research wellness strategies for the prevention of disease	pages 18-19 (Narrative) page 25 (Instructional/Assessment) page 310 (Narrative)
(B) evaluate positive and negative effects of relationships on physical and emotional health;	
(i) evaluate positive effects of relationships on physical health	pages 93-94 (Narrative) page 94 (Instructional/Assessment; checkpoint) page 95 (Narrative)

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(ii) evaluate positive effects of relationships on emotional health	pages 93-94 (Narrative) page 94 (Instructional/Assessment; checkpoint) page 95 (Narrative)
(iii) evaluate negative effects of relationships on physical health	pages 93-94 (Narrative) page 107 (Instructional/Assessment)
(iv) evaluate negative effects of relationships on emotional health	pages 93-94 (Narrative) page 107 (Instructional/Assessment)
(C) explain the benefits of positive relationships between community members and health professionals in promoting a healthy community;	
(i) explain the benefits of positive relationships between community members and health professionals in promoting a healthy community	pages 93-94 (Narrative) page 95 (Narrative) page 106 (Instructional/Assessment)
(D) research and analyze the effects of access to quality health care;	
(i) research the effects of access to quality health care	pages 28-31 (Narrative) page 31 (Instructional/Assessment; Checkpoint 1) page 41 (Instructional/Assessment; Activities #2 and #3)
(ii) analyze the effects of access to quality health care	pages 28-39 (Narrative) page 39 (Instructional/Assessment; Case Study) page 40 (Instructional/Assessment; Review Questions #2 and #5; Critical Thinking #3)
(E) research alternative health practices and therapies; and	
(i) research alternative health practices	pages 19-21 (Narrative) page 298 (Narrative) page 306 (Instructional/Assessment)
(ii) research alternative therapies	pages 19-21 (Narrative) page 298 (Narrative) page 306 (Instructional/Assessment)
(F) explain the changes in structure and function of the body due to trauma and disease.	
(i) explain the changes in structure of the body due to trauma	pages 172-173 (Narrative) pages 184-185 (Narrative) page 190 (Narrative) pages 524-525 (Narrative)
(ii) explain the changes in structure of the body due to disease	pages 164-167 (Narrative) pages 172-174 (Narrative) page 245 (Instructional/Assessment)
(iii) explain the changes in function of the body due to trauma	pages 184-185 (Narrative) page 190 (Narrative) pages 524-525 (Narrative)
(iv) explain the changes in function of the body due to disease	pages 171-172 (Narrative) page 178 (Narrative) page 245 (Instructional/Assessment)

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